

Phonological Awareness

Treasure Chest

Other Important Gems

CIRCLE Formal Assessment Tool

Note: This tool is appropriate for four-year-old children and is to be used for planning purposes only. It is recommended that it be used three times a year.

PHONOLOGICAL AWARENESS ASSESSMENT PRE-KINDERGARTEN

Name: _____ Birth Date: _____ Date: _____

I. RHYMING

Part One

Model: Teacher says: "I am going to say two words. Then I would like for you to say the words and tell me if they rhyme?"

Practice: Teacher says: "Cat. Mat."
Teacher says: "Do these words rhyme?"

Child repeats: "Cat. Mat."
Child responds *yes* or *no*.

Record response: yes = ✓ no = x

	Beginning of Year
house... mouse	
girl... dog	
in... down	
night... light	
mop... top	
TOTAL CORRECT	

Part Two

Model: Teacher says: "Now, let's play another rhyming game. I'm going to say a word like *frog*. Frog. Name a word that rhymes with *frog*." (Can be a nonsense word.)

Child might say, "log, hog," etc.

Practice: Teacher says: "Can. (pause) Now name a word that rhymes with *can*."
Child may respond with *man*, *tan*, etc.

Record response: yes = ✓ no = x

	Beginning of Year
bee	
cat	
tall	
pan	
TOTAL CORRECT	

II. ALLITERATION

Model: Teacher says: "I am going to say two words. Tell me if they begin with the same sound."

Practice: Teacher says: "Silly. Sun."
Teacher says: "Do they begin with the same sound?"

Child repeats: "Silly. Sun."
Child responds *yes* or *no*.

Record response: yes = ✓ no = x

	Beginning of Year
nut... nail	
sock... soap	
foot... fish	
rain... mouse	
kite... dog	
TOTAL CORRECT	

III. WORDS IN A SENTENCE *(Note: Teacher will need counters [e.g., blocks or manipulatives].)*

Model: Teacher says a sentence and the child will move the counters to show how many words are in the sentence. Make sure you are sitting across from the child and exaggerate the block movements during sample items.

Teacher says: "I am going to say a sentence, and I am going to move my counters to show how many words are in the sentence. I like soup." Teacher moves three counters as he/she repeats the sentence. Ask the child to repeat the next sentence and move his/her counters.

Practice: Teacher says: "My books are new."

Child repeats the sentence and moves four counters while repeating the word.

Record response: yes = ✓ no = x

	Beginning of Year
Ann eats.	
My dog runs fast.	
Mother reads to me.	
My sister goes to the store.	
TOTAL CORRECT	

IV. SYLLABICATION

Model: Teacher says a word, claps the word parts, and asks the child to say how many parts they hear in the word.

Practice: Teacher says: "How many parts do you hear in *cow-boy*?" (Clap while saying each part.)

Child should clap twice or say, "two."

Record response: yes = ✓ no = x

	Beginning of Year
ball	
happy	
candy	
banana	
strawberry	
TOTAL CORRECT	

V. ONSET/RIME

Model: Teacher says: "I am going to break up a word into sounds. Repeat these parts and then say the word I am making."

Practice: Teacher says: "/m/ /om/"

Child repeats and provides the word *mom*.

Record response: yes = ✓ no = x

	Beginning of Year
/m/ /an/ (man)	
/d/ /ad/ (dad)	
/p/ /ig/ (pig)	
/d/ /og/ (dog)	
TOTAL CORRECT	

Teacher: _____

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[illegible]